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ABSTRACT

Intended for vocational education teachers, the booklet is designed to provide helpful information to assist teachers in better understanding special needs students in Pinellas County, Florida. Chapter 1 provides definitions, general information on methods of dealing with several categories of handicapping conditions, including mental retardation (mild, moderate, severe, and profound), specific learning disability, hearing impairment, speech and language impairment, visual impairment, multiple disability, emotional handicap, and physical impairment. Chapters 2-6 briefly cover assistance from the Department of Education for Exceptional Students, organization of the Department, educational legislation for the handicapped, and an exceptional student information form. Chapter 7 considers the attitudes of educators and peers toward the handicapped, and offers suggestions for improving attitudes. Chapter 8 outlines guidelines for implementing a student tutor system. A ninth chapter describes characteristics and remedial techniques relating to academically and economically disadvantaged students. The final seven chapters contain information on characteristics and common needs of special needs students, guidelines for the vocational teacher, helpful hints and tips for teachers, modification of instructional materials, highly successful methods of instruction, problem characteristics of special needs students, and a bibliography. (SW)

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THE SPECIAL NEEDS LEARNER IN VOCATIONAL EDUCATION

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U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION

VOCATIONAL EDUCATION

EXCEPTIONAL STUDENT EDUCATION

EC150355

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1981

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P U R P O S E

This booklet was compiled and prepared to provide vocational teachers with helpful information to assist them in better understanding special needs students.

The text and suggestions presented were adapted from many authoritative sources in the field of vocational education for students with special needs.

A C K N O W L E D G E M E N T S

The following educators have participated in the preparation of this booklet. A special thank you is again expressed to these individuals.

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THE SPECIAL NEEDS LEARNER
IN VOCATIONAL EDUCATION

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THE SPECIAL NEEDS LEARNER

IN

VOCATIONAL EDUCATION

Programs for the handicapped and disadvantaged are being given special priority in education at all levels at the current time. Many vocational educators, as well as their colleagues in English, math, social science, and science are becoming more aware of problems associated with teaching special needs students and are seeking ways to cope with them. Students with special needs, like all other learners, have individual learning characteristics, but for many people "hands on" vocational activities provide effective learning. For this reason, the vocational teacher must be prepared to deal with both the unique needs of each individual and the general concerns of groups of students.

Vocational teachers who intend to help the special needs student achieve meaningful goals as a worker and citizen need more than a compassionate attitude. A positive attempt is being made by many vocational teachers to share the responsibility of teaching the learner with special needs. Involving other professionals in individual programming, team teaching, and evaluation based upon the individual attainment of goals and objectives are common examples of shared responsibilities. The learners' special education teacher is often the most willing, available and knowledgable person to plan and implement appropriate educational activities that allow the special needs learner to compensate for a seemingly difficult disability.

SPECIAL NEEDS DEFINED

Special needs is a broad, inclusive, and sometimes confusing concept that is being used by administrators and teachers when talking about an individual student that may benefit from being "mainstreamed" into various

program areas in the schools. In many cases, the term special needs, or students with special needs, is not understood, and therefore, incorrectly used.

As the concept implies, a student with special needs is an individual who may be very much like his peers in every way except for unique learning characteristics or traits that substantially inhibit progress in school.

"Special Needs", therefore, is an encompassing term that takes into account students who are either handicapped and/or disadvantaged.

"The term 'handicapped' when applied to people, means persons who are mentally retarded, hard of hearing, deaf, speech/language impaired, visually handicapped, specific learning disabled, emotionally disturbed, physically impaired, or other health impaired persons who by reason thereof require special education and related services, and who, because of their handicapped condition, cannot succeed in the regular vocational education program without special education assistance or who require a modified vocational educational program." (PL 94-142 & PL 94-482, Title II, Part C, Sec. 195,7).

"The term 'disadvantaged' means persons (other than handicapped persons) who have academic or economic handicaps and who require special services and assistance in order to enable them to succeed in vocational education programs . . ." (FL 94-482m Title II Part C, Sec. 195, 16).

I. WHO ARE THE HANDICAPPED?

Students may qualify for special services in programs for the handicapped, in the area of special needs, when they fulfill the following conditions: (1) they must be diagnosed by qualified personnel and classified as handicapped according to the definitions established by the State Educational Agency and (2) because of their handicap they are unable to succeed in regular educational programs for individuals without such handicaps.

There are several sub-categories under which students may be classified as handicapped. A description of, general information on, and methods of dealing with each sub-category follows.

1. MENTAL RETARDATION

Mental retardation means significantly subaverage general intellectual functioning, existing concurrently with deficits in adaptive behavior and manifested during the developmental period, which adversely affects a child's educational performance. The affliction can be caused by infection, rubella contracted by a pregnant mother, brain injury, lack of sufficient oxygen to the brain, hydrocephalus, and the chromosomal abnormality known as Down's Syndrome (mongolism). Care must be taken when categorizing the mentally retarded because there are so many borderline cases and cases where children appear retarded but function normally when given the proper education and environment.

To simplify educational planning, this condition is divided into four levels:

1) MILDLY MENTALLY RETARDED students learn basic academic skills. They benefit in the regular classroom, with the assistance of some special education in most instances. Given the proper education and training, this population functions fairly independently in society. On the Wechsler Scale the mild retardate attains an intelligence quotient between 55 and 70. These are our Educable Mentally Handicapped (EMH) students.

2) MODERATELY MENTALLY RETARDED students attain very limited academic goals. They learn simple self-help, social, and occupational skills. The moderately retarded child has an IQ between 40 and 55. These are our Trainable Mentally Handicapped (TMH) students. These students attend Nina Harris and Paul B. Stephens.

3) SEVERELY MENTALLY RETARDED learn a few self-help and work skills. They require continuous and close supervision. The extrapolated intelligence quotient is between 25 and 40. These also are (TMH) students.

4) PROFOUNDLY MENTALLY RETARDED persons require total support. Some may learn simple self-help tasks. The extrapolated intelligence is 24 and below.

Mental age, rather than chronological age, is considered the criterion for initiating instruction for the retarded. However, this doesn't mean the thirteen year old should be put with second graders because he's reading on that level. Healthy social growth requires he be taught in his peer group environment.

The mentally retarded need a counselor who understands the handicap. Parent involvement is also important. Bus drivers, safety officers, volunteers, and regular teachers should be able to counsel the mentally retarded in the area in which they work with them.

General Information on Handicapping Condition

EMH Students;

1) Benefit from regular and vocational education
2) Have a WISC-R I.Q. range of approximately 50 - 70.
3) Exhibit a deficit in adaptive behavior when compared with peers.
4) Appear physically similar to peers.
5) Have more periodic health problems.
6) Score below peers in measures of strength, speed and coordination.
7) Have a lower frustration tolerance than their peers.

In order for an EMH student to learn, their educational tasks should be presented with consideration given to as many of the following parameters as possible.

Tasks should be:

UNCOMPLICATED - New tasks should have few unknown elements to learn each time.

BRIEF - If tasks are brief, the student will pay attention to the most important parts of the learning experience and not get lost in an involved process.

PRESENTED IN A SEQUENCE - This allows the learner to proceed in a sequence of small steps, each new skill built upon those previously learned.

DESIGNED FOR SUCCESS - A major obstacle in teaching EMH students is a fear of failure. This problem can be reduced with successful learning experiences.

DESIGNED WITH OVERLEARNING - Drills in game form that repeat the same skill over and over are fun for students and greatly reinforce what they learn.

RELEVANT - The student will learn quickly if the importance of the task is easily recognized.

When you teach EMH students in your classes, remember that each one is an individual with special needs and must be educated with that in mind.

2. SPECIFIC LEARNING DISABILITY

The term Specific Learning Disability means a disorder in the mental processes involved in understanding or using language. It may manifest itself in an imperfect ability to listen, think, speak, read, write, spell or perform mathematic calculations.

The term does NOT include persons who have learning problems due to visual, hearing, or motor problems; mental retardation, emotional disturbance or environmental, cultural or economic disadvantage.

SLD students may have normal intelligence, but are unable to process information to permit learning to take place.

In a regular vocational education class, an SLD student will succeed if special programs are created for him. Changes in some aspects of the curriculum or changes in the method of presenting material can often be made with minimal assistance from resource persons.

The following principles will help when teaching SLD students;

- use the results of evaluations directly in program planning;
- use a variety of materials and teaching methods;
- continuously evaluate the program and alter to meet the changing demands of the student;
- select instructional materials which are tailored to each students needs with help from a resource person.

An appropriate educational program can be delivered in the vocational classroom/shop setting if vocational education teachers, special education teachers, and other specialized personnel use these principles and work together to develop programs designed especially for students with specific learning disabilities.

3. HEARING IMPAIRED

Three categories of hearing impairment as categorized by PL 94-142 are deaf, deaf-blind, and hard-of-hearing. Academically, the deaf and hard-of-hearing student is potentially able to keep up with his normal-hearing classmates, with the aide of special education services that offset his impairment. The healthy deaf student can be athletically proficient and take part in all the physical education programs his peers do. He can, and should, follow a regular school curriculum.

The degree of hearing loss alone is insufficient to determine his educational programming. A planning team must determine how he functions personally, socially, and academically, and how he responds to speech, speech signs, and other environmental sounds, both with and without a hearing aid. Variables affecting his learning are motivation, parent interest, community acceptance, his intelligence, and the severity of his hearing loss. A student with a severe hearing impairment who is unable to progress in regular classes should be considered for a self-contained classroom or a special school, but it should be open-ended. As soon as the student shows he can benefit from regular school placement he should be entered there.

The deaf-blind child is seldom integrated into a regular class, even on a partial basis. Individual instruction, given by a flexible, intuitive teacher, seems to be most beneficial. Educational programs for these and all hearing impaired children should begin as soon as possible - ideally in infancy.

In school, a counselor who has training or experience in communicating with the deaf is a necessity. When untrained personnel have occasion to communicate with a deaf student, it is suggested that this be done with pad and pencil. Writing will reduce any guesswork and anxiety for the deaf person. Lip reading is only a partial help, as the average deaf "listener" perceives only 30% - 40% of spoken English by looking at the lips of the speaker. The

majority of deaf students utilize sign language and/or finger spelling to communicate.

In general, Hearing Impaired students;

- are unable to hear and understand speech, though they may be able to distinguish amplified sounds.
- may be one of two types - prelingual or postlingual:
  - . prelingual deaf are students who are deaf before language and speech are learned.
  - . postlingual deaf are students who become deaf after speech and language are learned.
- include both pre and post lingual students and the hard-of-hearing.
- who are hard of hearing, have a hearing loss but can differentiate enough sound to understand speech.

There are two degrees of hearing loss. The radio is a good example to illustrate the difference between them. The volume control dial on the radio regulates the loudness. If we turn the dial and lower the volume, we have an idea of one kind of hearing loss. The sound is clear, it is just too soft to be understood. A person who hears this way needs sounds amplified to make them audible. In contrast, the tuning dial controls the clarity of sound. If a station is not tuned in properly, the sound is garbled and distorted. This is a hearing loss because the sounds are not clear, even though they are heard. Most hearing impaired individuals are able to hear some degree to sound. It is the loudness or clarity of what they hear that determines the severity of the hearing impairment.

There are a number of misconceptions about people with impaired hearing. Three common ones are that deaf people cannot hear, are unable to talk, and are retarded.

HEARING IMPAIRED (con't)

Even the most severely or profoundly deaf individuals may hear some sounds like bells, automobile horns, or slamming doors. Profoundly deaf students usually can hear well enough to be aware of things happening around them.

People who cannot hear speech have varying degrees of speech impairments, but they can learn to talk. Speech and language skills are difficult for deaf people to develop, but with early treatment and special training even those with severe hearing impairments can learn sufficient language skills to communicate.

It is incorrectly assumed that language has a direct bearing on intelligence. Research has shown that when a hearing impairment is not complicated by other handicaps, a person's intellectual ability is normal.

Since more hearing impaired students will now be entering the vocational classroom/shop, vocational teachers must be prepared to deal with their special needs.

<u>Here are some guidelines to help:</u>

1) Try to accept the HI student positively even if his/her speech, vocabulary and comprehension are inadequate. Your reaction will serve as a model to the rest of the students in the class.

2) Realize that students with almost identical hearing losses may act differently from each other. You must teach and motivate each student according to his/her individual situation.

3) Make simple changes in the classroom/shop to accomodate the needs of the HI student. You can have lights installed into the bell system and seat HI students at the front of the room.

4) To make lipreading easier, elevate their desks to the same level as yours, since these students rely almost entirely upon visual interpretation of information.

HEARING IMPAIRED (con't)

5) Use an overhead projector instead of a chalkboard so you can face the class as you talk.

6) Captioned films, charts, overhead transparencies and other visual materials should be used extensively.

7) Written and simplified transcripts of cassette or audio-taped materials can be prepared.

8) Arrange for an in-class tutor (deaf interpreter) to work with deaf students and others having problems.

4. SPEECH/LANGUAGE IMPAIRED

Intervention for speech/language impaired students begins at age five (5). Those students served in the regular school program are in the mainstream in educational placements (K - 12). Speech/language therapy averages 1 - 3 hours per week.

Students with more severe speech/language impairments are served in the following ways:

- Placement in a special education class with speech/language therapy (3 - 5 hours per week).
- Placement in Self-contained Language Disorders Class (Grades K - 5) with mainstreaming whenever possible. (Maximum 25 hours per week).
- Modified Resource Language Disorder Classes (Grades 6 - 8) maximum three (3) periods daily.
- Modified Resource Language Disorder Program (Grades 9 - 12) maximum two (2) periods daily.

Because speech/language impaired students sometimes feel isolated and different from their peers, especially older students when their disability persists, the following special considerations need to be made in most academic/vocational classrooms:

Elementary Level

1. A knowledge of the student's level of language competence and academic achievement.
2. Social adaptability and emotional maturity levels need to be assessed.
3. Prevocational skills need to be assessed in the upper-elementary and early middle school levels.
4. Coordination of the IEP with the speech/language pathologist, classroom teacher and vocational specialist.

SPEECH/LANGUAGE IMPAIRED (con't)

Secondary Level

1. A knowledge of the student's level of language competence and academic achievement.
2. Social adaptability and emotional maturity levels need to be assessed.
3. Prepare and coordinate an IEP to meet the language and vocational skills available to meet the student's individual needs.
4. Continuous communication and counseling between student, parents and training level instructors to best determine the appropriate educational track for the student to follow.

Development of an Individual Educational Program for the Severe Language Disordered student will not always lead to meeting graduation requirements by virture of the student's disability. Therefore, counseling for parents and students, in addition to teacher involvement is of prime importance from middle school through high school as a vital part of each student's program.

5. VISUALLY IMPAIRED

Visually impaired includes both partially seeing and blind children under PL 94-142. Legally blind children have visual acuity for distance vision of 20/200 or less, in the better eye with best correction; or a field of vision no greater than 20 degrees.

The goal of most visually impaired students is integration into normal society; therefore, they should be educated with regular students wherever feasible. Pinellas County has resource programs at Cross Bayou, Morgan Fitzgerald, Pinellas Park High, and in the exceptional student centers to provide materials and training for visually impaired students.

Parents need support in accepting their child's disability, overcoming misconceptions about visual impairments, becoming informed about realistic limitations of the impairment, and planning an appropriate education for their child. Visually impaired students should be counseled to engage in a variety of concrete experiences, such as school plays, musical productions, sports, debates and dances. Counselors need to be sure that the visually impaired are active members of the student body.

<u>For Students with Visual Impairments</u>

- Pertinent material can be transcribed on to records or cassette tapes.
- Volunteer or paid reader services can be arranged for individual students.
- Special or supplementary lighting may be needed for partially sighted students.
- Utilize volunteer service agencies to tape record preprinted materials such as textbooks or reference books.

6. MULTIHANDICAPPED

Multihandicapped refers to concomitant impairments, such as mentally retarded-blind, and deaf-blind (given a separate category under PL 94-142). Multihandicapped children with severe educational problems are not integrated into regular classes, but they should participate in campus life as much as possible. Their educational programs are sometimes placed in "Centers" located on school campuses throughout the district.

The handicapping conditions of these children are so pronounced that they usually receive help from birth. But we can't be lulled by this statement. If a child in a class for the moderately mentally retarded fails to achieve the possibility of a concomitant handicap, such as hearing loss or severe emotional disturbance, shouldn't be overlooked.

7. EMOTIONALLY HANDICAPPED

The Emotionally Handicapped (EH) student is defined as the student who, after receiving educational assistance and counseling services available to all students, still exhibits persistent and consistent severe behavioral disabilities which consequently disrupt the student's own learning process. This is the student whose inability to achieve adequate academic progress or satisfactory interpersonal relations cannot be attributed primarily to physical handicaps, sensory deficits, or mental retardation. Students classified as socially maladjusted are not included in this exceptionality unless it is determined that they are seriously emotionally disturbed. Characteristics of emotionally handicapped students vary according to the severity of the emotional problem. The student may exhibit the following characteristics either singularly or in combination to the degree that he/she is unable to function entirely in general education programs:

- an inability to learn which cannot be explained by intellectual, sensory, or health factors,
- an inability to build or maintain satisfactory relationships with peers or teachers,
- inappropriate types of behavior or feelings under normal circumstances,
- a general mood of unhappiness or depression,
- a tendency to develop physical symptoms, pain or fears associated with personal or school problems, and
- a variety of excessive behavior ranging from hyperactive and aggressive responses to severe depression.

Several individual approaches are used to treat and educate emotionally handicapped students. The approach used in the public school program depends on the individual student. The primary objective of the school program is to effect a positive change in the student's behavior so he/she may return to the most appropriate general education program. Major components to effect change in behavior are included in the student's instructional program which emphasizes three areas: behavioral management, the affective domain, and academic growth.

EMOTIONALLY HANDICAPPED (con't)

Initially a student may have primarily a behavior management program with gradual integration of affective activities and academics. The behavioral management program is used to help students develop more appropriate behavioral habits, both in and out of school, by eliminating behaviors which impair the student's emotional growth and educational progress. The affective component includes activities such as group and individual counseling, social integration, relaxation therapy, values clarification, reality therapy, and life space interviewing. The academic program provides a structured, individualized approach which facilitates success experiences for the students. Mathematics, language arts, social studies, science and other areas are taught according to a hierarchy of skills leading to the mastery of each subject taught. Many students in the emotionally handicapped program function academically below grade level. Consequently, basic goals and concepts may be taught using materials and methodology different from those used in the regular class curriculum. It is extremely important that an emotionally handicapped student develop positive relationships with authority figures. Instructional programs which enhance success for the student must be highly structured, and consistent, with emphasis on firmness, fairness, and follow-through. Teachers, therefore, must build a relationship of trust and understanding with students to achieve appropriate behaviors.

Specific behaviors exhibited by emotionally handicapped students may range from very aggressive behavior to extremely withdrawn behavior. The difference between "normal" and emotionally handicapped behavior depends on the degree of the behavior rather than the type of behavior. "Normal students" exhibit all of the behaviors that emotionally handicapped students exhibit, but not under the same conditions or at the same rate. Only the situation in which emotionally handicapped students perform behaviors and the rate at which they perform these behaviors set them apart from "normal" students. The vocational teacher and the

teacher in the program for emotionally handicapped students should maintin close contact with each other in order to foster a successful experience for the student. Some of the techniques used by the teacher in the (EH) program apply in the vocational classroom. Specific techniques for managing certain types of behaviors are listed below. Any further assistance is available from the supervisor, teacher, and supportive personnel in the Program for Emotionally Handicapped students.

** Behavior

- Aggressive attitude toward others

Possible Causes

- Low self-concept
- Lack of self confidence
- Sees other's accomplishments as better than his own
- Jealousy
- Material or emotional deprivation

Strategies, Interventions, Alternatives

- Build self concept through positive approach
- Reward and praise often and genuinely
- Encourage students to leave personal property at home
- Protect other's property. Do not allow him to destroy things
- Use class discussions to promote respect for property of others
- Give points for "good manners"

** Behavior

- Aggressive attitude toward self.
- Destroys own property or work

Possible Causes

- Low self-concept
- Feeling of failure
- Thinks no one loves him or perceives him as worthy
- Frustrated because things are too difficult for him
- Too many demands placed on him by adults and peers
- Angry with self

Strategies, Interventions, Alternatives

- Build self esteem by giving honest compliments
- Give assignments with built-in success
- Engage in a discussion about his work. Point out strong points
- Change activity immediately at first sign of frustration
- Show that his work has value by displaying good attempts
- Do not allow his work to be ruined or lost
- Draw attention to his good points in group discussions, and cause all students to see good characteristics

** Behavior

- Stubborness

Possible Causes

- Hostility or resentment
- Fear of assigned task or situation
- Feeling that others are using him
- Idea that he is being taken advantage of
- Home problems
- Symptom of a serious emotional problem

Strategies, Interventions, Alternatives

- Reward on task and cooperating behavior of peers
- Arrange situation so that cooperating is more rewarding to him than continuing his stubborness
- Do not let him see that his being stubborn upsets teacher
- Private talk after the situation is over. Outline alternative strategies so that he can make better decisions in the future
- Use class discussions on decision making and handling various situations
- Do not let it deteriorate into a battle of wills

** Behavior

- Teasing and Ridicule

Possible Causes

- Uses as an attempt to cover up his own insecurity
- Insecure about peer relationships

Strategies, Interventions, Alternatives

- Reward all students who show "good manners"
- Let whole group know that this behavior is not allowed
- Do not take sides
- Give bonus points privately to students who can ignore teasing
- When behavior continues, remove student from the group

** Behavior

- Passiveness

Possible Causes

- Poor self-concept
- Repressing home environment
- Fear that he will be hostile
- Fear that he may hurt others
- Fear that his feelings or body will be hurt

EMOTIONALLY HANDICAPPED (con't)

Strategies, Interventions, Alternatives

- Reward attempts to be more assertive
- Help him learn or develop a skill he can be proud of
- Do not make him the center of attention
- Do not humiliate him
- Gradually encourage him to participate in the group
- Help him to express himself verbally, at first one to one
- Teach him a sport - swimming, judo, ping-pong
- Don't push him into group activities

** Behavior

- Hyperactive, restless, overactive, short attention span

Possible Causes

- Anxiety
- Inferiority feelings
- Organic
- Physical problems such as a metabolic imbalance
- Allergy
- Poor or unstructured home environment

Strategies, Interventions, Alternatives

- Structure classroom carefully so that he knows what can be expected of him at all times
- Reinforce all in seat, on task behavior
- Reduce anxiety producing activities
- Give short structured assignments on his interest level
- Use point system consistently
- Vary activities between active and passive assignments
- Divert student's attention to another activity
- Train the rest of the class to ignore his behavior by offering them bonus points

** Behavior

- Disruptive, bully, aggressive toward peers

Possible Causes

- Low self-concept
- Has low frustration level
- Emotionally deprived
- Rigid or sterile home conditions
- Threatened by siblings
- Home standards are too high
- Has been taught to be a bully

Strategies, Interventions, Alternatives

- Reward "good manners"; bad manners cost points
- Develop value systems through class discussions
- Student may be a natural leader, use him, but control it
- Be firm, set limits, do not allow him to hurt others
- Reward rest of class for ignorning disiuptive behavior

** Behavior

- Negative attitude

Possible Causes

- Low self-concept
- Fear of failure

Strategies, Interventions, Alternatives

- Attempt to develop positive attitudes by showing approval when he behaves appropriately
- Reward for "good manners"
- Use class discussions to teach positive values
- Ignore his negative comments and do not take them personally
- Train the class to ignore his negative remarks by giving bonus points for ignoring
- Do not argue with a student
- Reward positively those in the class who are behaving appropriately
- As a last resort, remove him from the situation
- Find his interest, and develop a hobby at which he can excel
- Let him assume responsibility, such as being a teacher-helper

** Behavior

- Obscene and profane language

Possible Causes

- Insecurity, feelings of inferiority
- Attempt to shock
- Attention getting
- Status seeking

Strategies, Interventions, Alternatives

- Reward for "good manners", this includes speech
- Work on overall behavior. As this improves, his language will be less violent - be patient.
- Help him to achieve status through appropriate means
- Ignore the language, if possible, while rewarding "good manners"
- Do not show shock
- Do not answer personal questions
- Class discussion about language usage
- Will not help to "preach"

EMOTIONALLY HANDICAPPED (con't)

** Behavior

- Insecurity, withdrawal, anxious, avoids other children/adults, avoids new and difficult situations

Possible Causes

- May be involuntary. Attempts to socialize, may have been rebuffed
- Feeling of not being wanted or noticed
- Feeling of hopelessness
- Lack of satisfactory experiences with people
- Sterile home environment
- Insecure in his relationships with others
- Lack of desire to be with the group
- Possible teacher initiated, student may fear teacher's disapproval, or punishment

Strategies, Interventions, Alternatives

- Do not move too fast or force socialization
- Reward successive approximations as he moves slowly into the group
- Begin to group him with one other student at first, possibly a younger or quiet student, gradually enlarge the group, and bring in more gregarious students
- Provide materials with which this student may work with his hands
- Develop a skill or a hobby at which he can succeed
- Let this student know that he is loved and accepted as he is
- Try to eliminate anything that may make this child look or feel different such as strange clothes, hairdos, etc.
- Provide a permissive environment during the early stages. Let him feel that he can withdraw inconspicuously, should he feel the need to

** Behavior

- Lethargy, listlessness, unmotivated

Possible Causes

- Physical illness
- Emotional stress
- Boredom
- Poor self-concept

Strategies, Interventions, Alternatives

- Determine reasons for lethargy: sufficient rest, food, ill, bored, manipulative
- Reward when student is on task
- Make sure work is on academic and interest level
- Pair him with a student who can motivate him
- Try game approach in academics
- Try to interest him in a hobby

EMOTIONALLY HANDICAPPED (con't)

** Behavior

- Manipulative toward peers and adults

Possible Causes

- Has discovered over a period of time that he can get his way, manipulate others, retaliate or entertain himself by this behavior
- Can be symptoms of a serious disorder

Strategies, Interventions, Alternatives

- Ordinary behavior modification techniques may not work
- Teacher must outwit, out-manipulate him
- Structure things so that he misses a highly motivating activity as a result of his games
- Development his sense of values through class discussions and one to one talks
- Give attention when he is behaving appropriately, but be prepared for him to revert to the old behavior at any time. Do not lose control yourself

** Behavior

- Suspicious

Possible Causes

- Has had previous experience which has caused him to lose trust in people
- Can be a symptom of a serious disorder if it persists and is unfounded
- May not trust himself and may think that all others have the same quality

Strategies, Interventions, Alternatives

- Be very trustworthy, prove that in all things, the teacher is fair and just
- Be sure that, in fact, other students are not causing him to feel this way
- This student may have to learn to like and trust the teacher before he will respond to social rewards such as touching, pats on the back
- Attempt to satisfy his basic needs
- Redirect his attention to concrete enjoyable things

8. PHYSICALLY IMPAIRED

Within this category, the following terms are commonly used:

1) Cerebral palsy - This condition is caused by damage to the brain. It is not a disease and it can take several forms.

2) Hemiplegia - A neuromuscular disability in which cerebral palsy affects one leg and one arm.

3) Quadriplegia - A neuromuscular disability in which cerebral palsy affects both legs and both arms.

4) Spasticity - A form of cerebral palsy in which one or more limbs of the body may be affected. The effect is partial loss of control of voluntary movements.

5) Cystic fibrosis - an inherited disease which causes chronic infection and obstruction of the lungs.

6) Epilepsy - A disorder of the central nervous system.

7) Hydrocephalus - An abnormal increase in cerebrospinal fluid resulting in enlargement of the skull.

8) Muscular dystrophy - A chronic disease of the muscles evidenced by a gradual atrophy of the voluntary muscles.

9) Nephrosis - A degenerative condition affecting the kidneys; also know as Bright's Disease.

10) Osteomyelitis - Inflammation of bone marrow and adjacent bone.

11) Rheumatic fever - Believed to be caused by a strep infection. Sometimes results in damage to heart valves.

12) Rheumatoid arthritis - Affects joint movement and can result in permanent joint deformities.

13) Spina bifida - A congenital condition of incomplete closure of the vertebral column, usually resulting in loss of bowel and bladder control, and loss of sensation in the lower extremities.

PHYSICALLY IMPAIRED (con't)

When appropriate, physically impaired students are mainstreamed into regular classes. Those that require a self-contained environment are served by centers or resource programs contained within the regular elementary, middle, or senior high schools.

Counseling should help these students become active members of the student body. Parent counseling is important because parents tend to over-protect their physically impaired child. Many of them structure their lives around the child's routine. The child becomes the center of attention, which works against acceptable social interaction with other youngsters.

The physically impaired person has a crippling handicap which interferes with the normal function of the bones, joints, or muscles. There are varying degrees of impairment ranging from mild to severe. Most individuals with severe orthopedic conditions are placed in special self-contained programs because of their need for extensive full time assistance. Vocational education usually concerns itself with the mildly or moderately handicapped learner.

It is impossible to discuss teaching physically impaired students without considering the medical implications of their problems. The variety of handicaps among these students make it impractical to generalize about them as a group. The vocational education teacher must study each student's particular impairment and evaluate their special needs. It is necessary to have a basic knowledge of physical impairments to do this.

- Cerebral Palsy. This condition is caused by a malfunction of the brain. It is not a progressive disease but a combination of conditions which may seriously limit motor coordination. Cerebral Palsy is usually present at birth but may be acquired later in life as a result of a head injury or an infectious disease. The condition affects the muscles causing spastic, rigid, or uncontrolled movement.

PHYSICALLY IMPAIRED (con't)

- Poliomyelitis. This contagious disease is caused by a virus that attacks the spinal cord and paralyzes the limbs. Due to the availability of the Salk Vaccine there are relatively few school-aged children with this handicap at the present time.
- Arthritis. This is a progressive disease causing painful inflamation of the joints, most often the knees. Medical treatment has proven ineffective so far.
- Muscular Dystrophy. This is a progressive disease of the voluntary muscles caused when fatty tissue replaces the muscle fibers and weakens them.
- Spina Bifida. This is one of the most common birth defects. The bone area at the lower part of the spine is deformed, causing paralysis of the legs and loss of control in eliminating body wastes. Frequently this condition is also accompanied by hydrocephalus which is increased fluid in the skull cavity.
- Congenital conditions and deformities. A congenital condition is one which has been present since birth. These conditions or deformities include such things as dwarfism, clubbed feet or hands, or the absence of a limb.
- Traumatic conditions and amputations. These are the physical impairments that result from accidents and operations.

Many considerations have to be made in educating students who are handicapped in these ways. The emotional and social adjustment of these students in the classroom should be of great concern. There is great frustration when a person realizes his physical limitations or is suddenly forced to rely on crutches, braces, or a wheelchair. Whether or not an individual adjusts to a handicap depends a great deal on the attitude of others. Handicapped students

should be encouraged to participate in classroom activities and should not be left out because of the notion that their handicap restricts them. Naturally there will be certain limitations, but it is important that the individual be allowed to assume responsibilities and function as independently as possible.

The other area of concern is with physical barriers facing the individual. Schools, public buildings, and transportation systems are constructing facilities to meet the needs of handicapped people. Existing facilities may require structural changes; ramps for wheelchairs, lowered phones and water fountains and bathroom revisions. The vocational educator has to make sure that the classroom layout will have tools and materials in accessible locations. Doors and areas between desks and tables should be widened for mobility and work tables adjusted so handicapped students can use them.

Many students with handicaps require special equipment like braces or wheelchairs. The vocational teacher should have knowledge about this equipment. Information about the purpose and maintenance can be obtained from physical and occupational therapists or from the child's parents.

The vocational educator should not hesitate to request the services of professional resource persons, like physical therapists, special education teachers, and school counselors. These services are available to give the support necessary for the student to function with as few restrictions as possible. The handicapped student can be trained in a normal job training situation if the vocational education teacher and classmates help to maintain a positive environment.

Students who have difficulty with writing should be permitted to tape record or type their responses.

For individual students with specific physical impairments (limited use of hands, for instance) be sure that the impairment does not limit access to the

use of tools, machines, and so forth. Adjustments and modifications have to be made on an individual basis.

The handicaps we have described in this booklet are only a few general conditions you will run across in dealing with handicapped learners. From them, we hope to have given you an awareness of the problems and a basic outline of some symptoms, resulting circumstances, and ways to help.

We encourage you to find out more about specific handicaps you encounter in your classes in order to handle each student's needs to your best ability.

The greatest handicap for these students is the view by many that they are incapable of learning and relating with others on a normal basis. If this barrier is overcome, the outlook for handicapped people should be greatly improved.

II. ASSISTANCE FROM THE DEPT. OF EDUCATION FOR EXCEPTIONAL STUDENTS

The Department of Education for Exceptional Students (DEES) is represented in schools where the number of exceptional students justify units. Areas of exceptionality served by (DEES) in the middle and high schools include the:

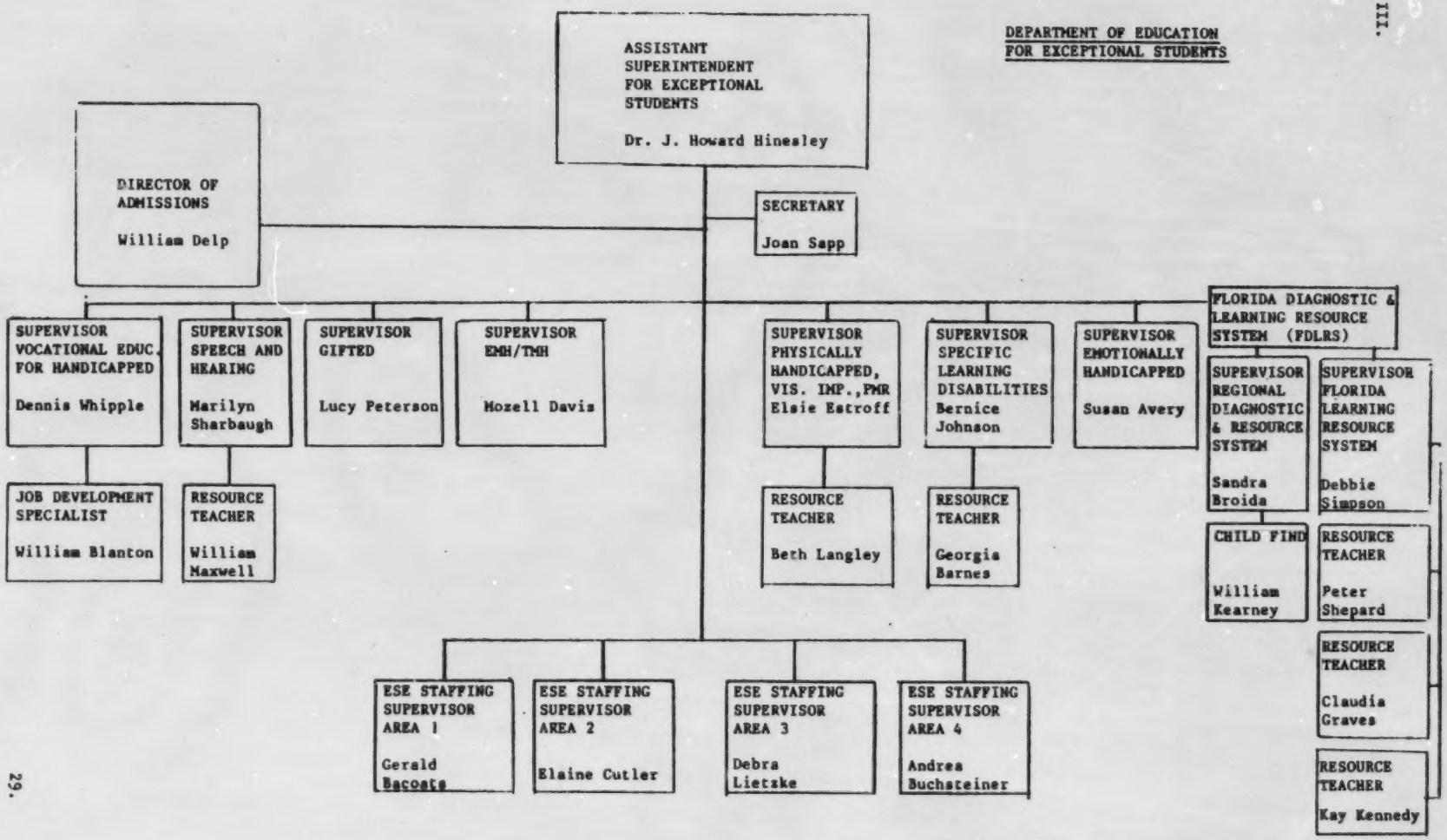
- Educable Mentally Handicapped (EMH)
- Physically Impaired (PI)
- Visually Impaired (VI)
- Speech, Language and Hearing Impaired (LSH)
- Emotionally Handicapped (EH)
- Specific Learning Disabled (SLD)

Each area of exceptionality is assigned a county level program supervisor and, in some cases, a resource teacher.

Should you need help regarding the education of a handicapped student that cannot be provided by the exceptional student staff within your own school, please ask your curriculum principal to initiate a meeting with the proper (DEES) supervisor or resource teacher to discuss the problem.

On the following page you will find an organizational chart for (DEES) which should help you decide who to call for assistance should the need arise.

DEPARTMENT OF EDUCATION FOR EXCEPTIONAL STUDENTS



IV. EXCEPTIONAL STUDENT INFORMATION FORM

The form on page (31) was designed for the purpose of providing the vocational teacher with pertinent information on any handicapped students they might be assigned.

This information, in conjunction with face-to-face communication between the vocational teacher and exceptional student teacher, will provide a base from which to start teaching the handicapped student in an appropriate manner.

Vocational teachers have felt, for a long time, the need for more pertinent information on their exceptional students. This form, when completed by the exceptional student teacher, will provide that information.

Please ask your exceptional student staff to utilize this form for each ESE student assigned to your class/shop. They are not mandated to comply, but will probably cooperate with you.

PINELLAS COUNTY SCHOOLS

DEPT. OF EDUCATION FOR EXCEPTIONAL STUDENTS

EXCEPTIONAL STUDENT INFORMATION FORM

Vocational/Regular Education Teacher _____ Date_____

Exceptional Student Teacher _____

_____ has been mainstreamed into your _____

period _____ class. Below you will find information that might prove useful when teaching this student.

PRIMARY HANDICAP _____

IMPLICATIONS OF THAT HANDICAP _____

_____

EXTRA PASSING TIME NEEDED _____

MODALITY PREFERENCE _____

RATE OF LEARNING _____

ATTENTION SPAN _____

GROSS AND FINE MOTOR COORDINATION _____

LANGUAGE ABILITIES/DISABILITIES _____

_____

ACADEMIC ABILITIES/DISABILITIES: READING LEVEL ( ) MATH LEVEL ( ) _____

_____

INTERESTS AND HOBBIES _____

SOCIAL BEHAVIOR _____

_____

Please contact _____ in room _____ if you have specific problems in dealing with _____. I will be glad to help at any time.

Thank you for your cooperation.

_____

ESE Teacher Signature

PCS Form 1630 (Rev. 12-80)

V. EDUCATIONAL LEGISLATION FOR THE HANDICAPPED - A CHRONOLOGY

1864 ESTABLISHMENT OF GALLAUDET COLLEGE FOR THE DEAF

1897 BOOK AND MATERIALS FUND FOR THE BLIND

1931 SECTION ON EXCEPTIONAL CHILDREN AND YOUTH established in the U.S. Office of Education

1954 P.L. 83-531 - COOPERATIVE RESEARCH ACT provided research grants to institutions of higher education and to states

1958 CAPTIONED FILMS FOR THE DEAF ACT - films to enrich cultural and recreational opportunities for the deaf; represented the beginning of categorical aid.

1961 ACT TO TRAIN TEACHERS OF THE DEAF

1963 MENTAL RETARDATION FACILITIES AND COMMUNITY MENTAL HEALTH CENTERS CONSTRUCTION ACT

1965 THE ELEMENTARY AND SECONDARY EDUCATION ACT (ESEA) provided funding for the educationally disadvantaged with handicaps

1966 TITLE VI OF ESEA mandated state responsibility for initiating, expanding, and improving programs for handicapped children by:
1. establishing a National Advisory Committee on Handicapped Children
2. establishing the Bureau of Education for the Handicapped

1967 AMENDMENTS TO ESEA
1. provided Regional Resource Centers to carry on research and development
2. provided support for the handicapped by establishing Regional Deaf/Blind Centers

1968
1) P.L. 90-480 - ACCESSIBILITY OF PUBLIC BUILDING TO THE PHYSICALLY HANDICAPPED ACT - eliminated architectural barriers
2) HANDICAPPED CHILDREN'S EARLY EDUCATION ASSISTANCE ACT - education for pre-school handicapped children
3) AMENDMENTS TO VOCATIONAL EDUCATION ACT - 10% of allocation to States used for education of the handicapped; marked first specific mandate for vocational education for the handicapped

1969
1) NATIONAL CENTER FOR EDUCATIONAL MEDIA AND MATERIALS FOR THE HANDICAPPED established
2) EDUCATION OF THE HANDICAPPED ACT consolidated all legislation pertaining to the selection of handicapped individuals through amendments to the ESEA of 1975

CHRONOLOGY (con't)

1973 P.L. 93-111 - THE REHABILITATION ACT OF 1973 - SECTION 504 - public schools and postsecondary vocational education programs mandated to provide appropriate educational services regardless of nature or severity of handicap

SECTION 503 - Required employers with federal contracts to institute affirmative action procedures by recruting, training, hiring, and promoting qualified handicapped persons.

1974 P.L. 93-380 - THE EDUCATION OF THE HANDICAPPED AMENDMENTS - "A bill of rights for the handicapped" - identification systems and confidentiality provisions

1. emphasized the right of all children to a free public education
2. introduced the philosophy of mainstreaming and the concept of "least restrictive alternative"

1975 P.L. 94-142 - THE EDUCATION FOR ALL HANDICAPPED CHILDREN ACT

1. increased the federal role in educating the handicapped
2. mandated stricter compliance
3. required an IEP (Individualized Education Program) to specify individual needs and services for each child

1976 VOCATIONAL EDUCATION AMENDMENTS

1. continued 10% allocation of federal funds for the handicapped
2. applied the principles of P.L. 94-142 to vocational education

VI.

WHAT DOES THE LEGISLATION MEAN FOR VOCATIONAL EDUCATION?

KEY LEGISLATION

Vocational Education Amendments of 1968
- first specific mention of the handicapped in vocational education legislation

Rehabilitation Act of 1973 - P.L. 93-111
- postsecondary vocational education programs to provide appropriate educational services to the handicapped

Education of the Handicapped Amendments of 1974 - P.L. 93-380
- vocational education included in mainstreaming and least restrictive alternative requirements

Education for All Handicapped Children Act of 1975 - P.L. 94-142
- reinforced P.L. 93-380
- required IEP(s) for both general and vocational programs

Vocational Education Amendments of 1976
- specifically apply principles of P.L. 94-142 to vocational education

Vocational educators must be prepared to serve all handicapped students in regular classes as well as in special classes; they must provide adequate equipment, materials, support services and adequately trained staff. Individualized Education Program (IEPs) and Work Program (WPs) must be prepared and implemented for each student. These are required by law; however, attitudes toward the handicapped that create barriers as real as physical obstacles cannot be overlooked.

VII.

ATTITUDES

Attitudes don't just happen; they're a part of our socialization process. They evolve from a complex series of social events, interactions, and changes which occur throughout life. Our attitudes toward the handicapped are based on accepted social norms and values that are deeply ingrained in our historical, sociological, and cultural development.

In primitive cultures as well as in classical civilization, those who were handicapped or who had some physical deformity were considered afflicted, were shunned, and were even cast out to die. Our culture places heavy emphasis on the perfect physical image through advertising, fashion, and television. Today we still "cast out" the handicapped, although we do it subtly through our negative attitudes. These negative attitudes create barriers that restrict the social and educational environment of the handicapped. We cannot break down these barriers until we have effectively eliminated our deep-seated prejudices toward those who are somehow different from us.

Educators, peers, parents, and the community all have a significant influence on the social and educational development of any child. Because handicapped students are special, positive attitudes toward their potential for achievement both in the classroom and in society are most critical.

1. ATTITUDES OF EDUCATORS

Vocational educators share the common goal of everyone in education to identify and to remove barriers that restrict the learning environment and that prevent the student from reaching maximum potential. This sharing involves;

- Teachers
- Counselors
- Principals
- Paraprofessionals
- Volunteers
- Support Staff

ATTITUDES OF EDUCATORS (con't)

What Influences Their Attitudes?

Let's look at some of the things that influence the development of attitudes toward the handicapped student.

- knowledge of handicapping conditions
- sense of security or sense of control over our environment
- contact with handicapped persons
- confidence in working effectively with the handicapped
- satisfaction in having helped the handicapped to learn and to grow
- adequate training for working with the handicapped
- favorable acceptance of the handicapped
- recognition of the ability of the handicapped to make a positive social and personal adjustment and to become self-sufficient

Suggestions for Improving Attitudes:

The school, through planning, sharing information, and training can aid staff in developing more positive attitudes toward the handicapped. This planning, sharing and training may;

- correct misconceptions about handicapped students and their capabilities
- erase fear of hurting or harming the handicapped
- realize that the handicapped do not create a safety problem in vocational areas
- motivate teachers to avail themselves of additional training to meet the particular needs of the handicapped
- increase support personnel and services
- actively seek funding to purchase needed equipment and materials
- allow teachers sufficient time to prepare instructional materials geared to the handicapped student
- make all physical facilities and equipment accessible to the handicapped

2. ATTITUDES OF PEERS

As handicapped students are mainstreamed in regular classrooms, the positive attitudes of their non-handicapped peers will help them to adjust and will improve the quality of their educational experience. We are speaking of;

- friends
- classmates
- acquaintances

How Do Peers Typically Feel?

What are some of the more common attitudes that non-handicapped children have toward their handicapped peers?

- children often reject or pity the handicapped
- they perceive physical handicaps as a greater stigma than ethnic differences
- intellectually superior children tend to regard the handicapped negatively
- younger children tend to have more neutral feelings toward the handicapped
- the educational level of the parent affects a child's attitude toward the handicapped
- the child of parents who accept the handicapped is more likely to accept a handicapping condition

Suggestions for Improving Peer Attitudes

Appropriate learning experiences and the right classroom atmosphere will foster the positive attitudes of non-handicapped students toward their handicapped peers. These may include;

- planning interaction among handicapped and non-handicapped students to promote cooperative group contact

Suggestions for Improving Peer Attitudes (con't)

- planning integrated learning experiences for both groups
- developing appropriate curricula and activities
- providing assistance for teachers from paraprofessionals
- ensuring that facilities and equipment are accessible to the handicapped

3. WHAT HAVE WE LEARNED?

Attitudes are often based on misinformation or fear of the unknown. To change negative attitudes toward the handicapped, we must analyze and understand our negative reactions. Negative attitudes often create barriers to accepting people who are different from us. If we recognize these barriers, we can eliminate them and accept the abilities as well as the limitations of special people.

When we accept the fact that being different is not a handicap, special people will realize their potential and exercise their right to make a meaningful contribution to society. After all, each of us finds that circumstances at various times in our lives make us "special". We need and appreciate all the help and understanding we can get because there are times when we are all "special".

VIII.

STUDENT TUTOR SYSTEM

The recent federal and state mandates have guaranteed the rights of handicapped individuals to a complete and appropriate public education. For the majority of exceptional students, the mildly handicapped, proper placement will be partially in the mainstream of education. Unfortunately, funds are not always available to employ the number of specialists needed to provide adequate supportive services. Little assistance has been provided for the vocational instructor who is often asked to provide instruction for a broad range of individual differences. If mainstreaming is to succeed in spite of current fiscal shortcomings, then educators must seek innovative and cost-effective methods of delivering services to exceptional students. One promising method is the use of student tutors to supplement classroom instruction.

The practice of using student tutors to teach other students has a great deal of positive results behind it. Presented here is one system which you might find useful.

STEP 1

RECRUITMENT OF STUDENT TUTORS

Guidelines:

A. Potential tutors must possess the desire to be involved with handicapped students.

B. If possible, tutors should represent a cross section of the total school population. This will help with matching students.

C. Students with learning and behavior problems themselves may be as successful as popular or gifted students because they gain reinforcement for previously learned skills and often respond well to the importance placed upon their responsibility.

D. Popular students add status to the system and gifted students can direct their talents creatively.

E. Students may be referred by their guidance counselors or teachers or they may apply for the responsibility. The student tutor might be called student assistant, peer teacher, or peer instructor, etc...

STEP 2

ASSIGNMENT OF RESPONSIBILITIES

Guidelines:

A. All student tutors must understand their responsibilities before beginning to tutor. These responsibilities should be outlined for him/her in a meeting with both the vocational and ESE instructors.

B. The tutor's responsibilities might include; sitting with the student he is tutoring during part of or all classroom instruction, reading aloud or taping reading assignments for his assigned student, assisting with performances such as operation of machinery, etc...

STEP 3

TRAINING THE TUTOR TO HANDLE LEARNING SITUATIONS

A. Either the vocational instructor or the ESE instructor (or both) should provide each tutor with pre-service training. The pre-service training should include; providing understanding of the techniques of verbal praise, encouragement, appropriate touch and the use of facial gestures to direct activity and reinforce desired responses.

The tutor should ALWAYS correct mistakes without criticizing his learner, then encourage the student to attempt the task again.

Exceptional students should be treated as normally as their handicap will allow.

B. Following the pre-service instruction provided by the vocational and ESE instructors, the tutor should be able to use specific teaching techniques required for his assignments. These techniques might include; demonstration, repeating directions, asking for recall of information, leading the student toward a correct response, etc...

C. The tutor might be asked to record the learner's progress so weak areas might be later reinforced educationally and strong areas praised by the ESE instructors.

D. A written or verbal agreement might be made indicating the tutor's acceptance of his assignment. The assignment could be for any mutually agreed upon length of time.

Grades should be periodically issued to the tutor by the vocational instructor.

STEP 4

SCHEDULING OF TUTOR ACTIVITIES

Guideline:

A. These practical details must be worked out by all parties concerned. Will the tutor's services be needed daily, 1/2 - 1 hour per session, weekly? Use whatever time schedule that is appropriate and agreeable.

STEP 5

IMPLEMENTATION OF TUTORING

Guidelines:

A. After all is understood and agreed upon by all concerned, the matching of students must be done. This is extremely important for success to be achieved. Take time to consider all implications.

B. The teacher plans the instruction and the tutor carries it out.

C. The tutor should be given time once or twice per week to confer with the ESE instructor to inform him of learner progress, strengths and weaknesses.

Hopefully, this system will serve as a starting point for development of your own system of student help. It is provided as a resource to help with the difficult task of mainstreaming the exceptional student. This system can be effective and fully operational as soon as you are willing to initiate it. Weighing the organizational time against the advantages to be gained by instructor, tutor, and learner, the system has the potential to be an educational bargain.

IX.

WHO ARE DISADVANTAGED LEARNERS?

Students can become eligible to be identified as disadvantaged, within special needs programs, if they meet one of the following criteria: (1) that they are not able to participate in a regular educational program because of the effects of their disadvantagement, or (2) they cannot succeed in a regular educational program, without special assistance, due to the effects of their disadvantagement.

1. ACADEMICALLY DISADVANTAGED

There are several sub-categories under which students may be classified as disadvantaged, the first of which is Academically Disadvantaged. To qualify as an academically disadvantaged student, it must be demonstrated that the individual student is not and will not succeed in the regular educational program due to at least one of the following deficiencies:

A. Language Deficiency relates to the individual's inability to communicate verbally within his environment. This deficiency may be characterized by students who have limited vocabularies, poor grammatical skills, and/or difficulties in understanding basic language. In some cases, students with language deficiencies come from homes where English is not the primary language spoken. For these students, English language skills are taught as a foreign language. When English is the primary language spoken at home, remedial programs are set up to help increase vocabulary and verbal skills.

B. Reading and/or Writing Deficiencies are observable in students who demonstrate a low ability and comprehension in reading tasks, or in their ability to communicate in writing. Similar to those cases found in language deficiencies, reading and writing skills are taught to many students as a foreign language, while others receive remedial help to upgrade their reading and/or writing skills.

Who are Disadvantaged Learners? (con't)

C. Computational Deficiencies are characterized by students who have extreme difficulty working with mathematical and quantitative problems that are required within a normal educational program. These students will normally show a significant lack of computational skills and will not be able to maintain a degree of acceptable progress.

D. General Educational Deficiencies are related to problems that are more difficult to categorize under one or more of the above deficiencies. Typical of the traits found in students under this subcategory are: low achievement scores, poor attendance records, dropout or potential dropout, no conception of educational procedures or requirements for educational success, or a lack of parental support.

Academic deficiencies are likely to cause some form of student behavior problem. Typically, students with severe deficiencies see little hope and retreat from class and shop activities. Students with moderate deficiencies tend to become frustrated and vent their feelings through disruptive behavior. Two of the more common types of disruptive behavior are described as follows:

1. Hostile or Defiant Behavior is most often exhibited by aggressive, antisocial, or disruptive actions. These students frequently have a high incidence of involvement with juvenile court authorities and attempt to defy all rules and regulations. Some of these individuals will try to dominate all activities or functions, and show unrestrained behavior. The hostile and defiant behavior is generally exhibited through the disruption of normal school activities, which results in the individuals inability to participate in normal social interaction.

Who are Disadvantaged Learners? (con't)

2. Passive or Apathetic Behavior is not as easy to identify as the hostile or defiant behavior, since most teachers find these students non-disruptive and, therefore, less of an immediate problem for the instructional program. The passive or apathetic student will show no interest in their work, have a negative attitude towards almost all educational activities, is easily discouraged and unmotivated, and is usually an underachiever. Other typical traits are persistent truancy, no friends or peer group, over sensitivity to constructive criticism, and a pattern of unsuccessful experiences in school activities.

2. ECONOMICALLY DISADVANTAGED

The second sub-category of disadvantagement is based upon economic considerations. The Economically Disadvantaged student is one whose family income is normally below the poverty level, as defined by the U. S. Bureau of Labor. The identification of these students is generally easier to accomplish than the other sub-categories discussed, since school officials are in frequent contact with welfare and social service agencies. These students may have one or more of the following characteristics: geographic isolation, economic assistance needed to enter or to stay in school, and those individuals who are either unemployed or underemployed.

3. OTHER REMEDIABLE EFFECTS

The last sub-category of disadvantaged students is Other Remediable Effects. This classification is reserved for special situations of a "local individualized nature". In other words, the characteristic and effect of the disadvantaged individual must be specified, defined, and described by school officials in great detail.

Who are Disadvantaged Learners? (con't)

Economic and academic disadvantage strikes first and most seriously at the family structure - causing it in many instances to disintegrate. When the father is unable to secure employment to fulfill the living demands of his family, tension and frustration follow, and the downward spiral begins. Too often, this leads to the parental strife and breakdown of the family unit. The resulting matriarchal structure of the family unit is particularly evident in the disadvantaged family organization, but those with strong patriarchal structure also tend to disintegrate when disadvantages occur. This is particularly true if the family moves into an urban area without substantial training or income for day-to-day living.

Many believe the absence of adequate models results in the absence of real life goals. The students from both affluent and poor homes who never experience from parents and older workers a respect for work as a productive and meaningful activity will come to think of work as unpleasant and only to be engaged in in order to survive. Time spent on the job may be miserably spent and the worker will find relief only when the work day is over.

WHAT ARE SOME OF THE CHARACTERISTICS OF THE DISADVANTAGED?

One of the most damaging characteristics of the disadvantaged student is a feeling of inferiority. Lack of self-confidence stems from a history of past failures. He feels that it is impossible to achieve status according to achievement standards set by the majority. He knows that he is lacking in educational and social experiences for a position in the middle-class.

Another general characteristic of the disadvantaged student is a history of failure in conventional education programs. More often than not the disadvantaged student has failed or dropped out of school long before completion. There is probably less incentive to continue and less pressure exerted by the family to complete elementary or high school programs.

Thus, the communication skill level achieved in school by most students is probably above the level acquired by the disadvantaged student. The employability skills that are a by-product of traditional education for most students are often lacking in the disadvantaged student. Illiteracy and an inability to cope with the problems of rural and urban living often leave the disadvantaged student unable to avail himself of traditional programs and services.

Aggressiveness of the disadvantaged is a common and disturbing expression. Families of disadvantaged students will permit and encourage them to fight when angry. Because experience has taught some of these parents that there is no one to whom they can appeal for protection in times of danger, aggressive individuals may incite a dangerous situation in order to try out their capacity to cope. However, the aggressive act might be an irrational attempt to destroy the aggressor, or the supposed aggressor which -- to the disadvantaged student -- could be the vocational teacher.

Rejection and social isolation may be the cause of most of the student's anxiety. It is this feeling of being rejected and alienated which has led them to low expectation of success which, in turn, has destroyed their ability to appreciate long-range objectives. The objectives and activities of vocational education related to occupational education may provide the individual with new perspectives of his potential career goals.

The attitude generally held by the disadvantaged student emphasizes the need for progressively integrated training programs and the use of short-range goals which lead to realization of final incentives of skill proficiency and job entry. The vocational teacher can provide the general education of a society that would lead to the mainstream of employment.

Who are Disadvantaged Learners? (con't)

Vocational education is important because it provides opportunities for all students from kindergarten through higher education to obtain a knowledge of cultural aspects of industry and technology. Also, vocational education provides unique experiences which further the development of student career patterns. These experiences are based on sociological and psychological principles which assist students in understanding individual learning and life styles for industrial living.

X.

CHARACTERISTICS AND COMMON NEEDS OF THE SPECIAL NEEDS STUDENTS

The Special Needs Student:

May fail to possess feelings of personal adequacy, self-worth, and personal dignity; he may have failed so often in school that he is provided with a feeling of hopelessness. He/she may also be unable to accept the disability which has been reinforced by society's negative stereotyping.

May be a disabled learner limited in his/her capacity to master basic communication and computational-quantitative skills.

May have limited mobility within his/her community and thus have little knowledge of not only the mechanics of getting about, of how to use public transportation, but will lack important information regarding the community's geography, institutions, and places of commerce and industry. As a result, he/she may not view himself/herself as a part of his/her community.

May possess personal-social characteristics which interfere with his/her ability to function satisfactorily in a competitive work setting.

May be affected by chronic illnesses and by sensory-motor defects which reduce his/her effective response to training and placement.

May possess physical characteristics which can elicit rejection and can be viewed by peers, teachers, and employers as unpleasant.

May lack goal orientation and particularly that which relates to selection of an occupational training area and the anticipation of fulfillment in that area.

May have unrealistic notions as to what occupational area would be most appropriate.

May lack exposure to worker models. This is particularly true of the large number of handicapped youth whose families receive public assistance or who are plagued by chronic unemployment.

XI.

GUIDELINES FOR THE VOCATIONAL TEACHER PREPARING STUDENTS TO ENTER THE WORLD OF WORK

Numerous studies have consistently established the importance of work in the life of every individual. Satisfaction in one's working career greatly effects every other aspect of a person's life.

The occupational content, as well as the academic portion of the curriculum, should be dependent on the "special" student's specific personal, social, and educational needs. These needs should be thoroughly diagnosed and instructional activities designed to alleviate the aspects of the disadvantaged and/or handicapping condition that is preventing the student from succeeding in the regular occupational program.

Several key points to be considered in planning an occupational program for this target group are as follows:

- Train for the acquisition of basic employability characteristics.
- Provide the academic teachers with information about the needs in academic skills as they relate to a specific vocational training area.
- Train at a level of competency which matches the youth's potential.
- Train in an area where the student can master a skill which is saleable.
- Where possible, combine training in the school with on-the-job training
- Be prepared to repeat segments of instruction, particularly for those students who possess learning handicaps.
- Make provision for individualized instruction.
- Utilize demonstration lessons and manipulative endeavor in the case of handicapped students with learning disabilities.
- Provide for frequent reinforcements of student's progress in learning situations.
- Make certain to treat all aspects of a learning situation; never take for granted the occurrence of incidental learning.
- Place great emphasis upon safety procedures and caution in the use of tools and equipment.
- Ensure an emotionally stable and predictable training environment.
- Make copious use of the pre-vocational evaluation and the vocational counselor's support.

XII.

SUMMARY OF HELPFUL TIPS AND HINTS FOR TEACHERS

Hints to Success

The teacher must strive to see that all students have an equal opportunity to achieve success. In order to do this, they must:

- Accumulate and analyze all available information relating to the student.
- Encourage students to seek additional knowledge through the asking of relevant questions.
- Challenge the student's interests and abilities.
- Strive to maintain learning situations in which students will succeed and experience personal satisfaction.
- Provide a core of material within the program that reflects industry.
- Prepare instructional materials in shorter units of work.
- Provide more frequent evaluations of student progress and more remedial work.
- Recognize that the student's vocabulary is more limited and less precise.
- Beware that the students do not readily see relative generalizations or meanings and plan the instructional materials accordingly.

Hints to Success (con't)

- Keep the student aware of his progress at all times and give him/her reasons to believe that he/she is succeeding.
- Utilize real visual objects and other concrete and lifelike teaching aids whenever practical in the instructional program.
- Attempt to discover the areas of special interest of the individual student and utilize these same incentives for learning.
- Keep in mind that daily assignments involving specific meaningful tasks are the most effective.
- Utilize manual activities.
- Recognize that it is very important that the student like and have confidence in his teacher.
- Take care to provide reading material of easy vocabulary and with sentence structure and content suited to the student's age level, interests, and experience.
- Remember that the students have less cultural opportunity at home, less educated parents, less reading material at home, and, in general, a poorer background for learning.
- Remember that school is particularly dull and unexciting to the disadvantaged student compared to the out-of-school activities that make up his life.
- Be content to attempt less and make sure that better learning takes place from that which is attempted.
- Be patient and encouraging in word and in manner.
- Find out where the student is and start with that. Develop an <u>open</u> system of instruction.
- Promote a realization of self-worth.
- Attemp to gain the student's confidence.
- Provide a success-oriented program.
- Include parents in the program.
- Explain to the student in a non-authoritarian manner that you are there to help him achieve success.
- Maintain an "open door" office policy but do not pressure students to visit (encouragement but not pressure).

Hints to Success (con't)

- Help the student to keep up with the class.
- Be alert for any opportunity to praise him or his work in order to help build his self-image.
- Maintain an awareness of the importance of eye contact and body language which might underscore what you are saying.
- Assign students to the job that they want to work on.
- Assign a minimum of book work.
- Keep in mind that student goals are to be considered in the long range planning of the course.
- Keep in mind job placement in the community as a factor in motivating the disadvantaged student.
- Use competition on the completion of contract assignments.
- See the students as individuals and make an effort to understand their personal problems.
- Work at building respect between student and teacher. Talk at a level which the students can understand.
- Know how to criticize constructively.
- Take an active part with students, and get involved. Utilize teaching methods that require demonstrations.
- Encourage students to challenge what's taught; encourage them to learn; instill responsibility.
- Demonstrate to the student where he or she will fit into a particular job. Have people from industry come in and relate actual experiences.
- Make use of mini-course teaching.
- Make an effort to meet the student's needs.
- Be flexible; show trust in the student and be diversified.
- Use lanugage that the student can understand and can employ to express himself.
- Take advantage of opportunities to talk informally with students outside the classroom about matters other than school work.
- Be friendly but not familiar.

Hints to Success (con't)

- Listen intently but patiently.
- Arrange field trips into the business and industrial community to give youngsters a chance to see the work areas, and encourage personal interviews by the students concerning job duties, feeling, strong points and weak points about the work they are viewing.
- Set up ground rules and guidelines which will define behavioral limits and penalties for violation and adhere to these principles and rules.
- Allow for dissenting opinions.
- Tell the students exactly what is expected of them and how they will be able to meet these responsibilities in detail. Let them know where they stand regarding their responsibility.
- Tell the importance of the topic and why it is being discussed.
- Respect the confidence of students.
- Establish and announce standards of acceptable behavior and follow through consistently to maintain these standards.
- Be innovative and present unique, startling ways of conveying subject matter. Be different!
- Use tape recorders, radio and TV and let the student use them.
- Use a variety of classroom aides in a comfortable surrounding.
- Show the student the purpose of each assignment and relate it to something that is important to him.
- Plan repetition for reinforcement. Use a variety of methods to prevent boredom.
- Relate instruction to student's life and culture when possible.
- Keep presenting the information in small steps, and be sure that student has achieved an acceptable degree of success before sending him on to another step.
- Be adaptable and operate without enforced structure. Maintain relaxed structure but keep it reinforced to maintain necessary discipline and order.
- Have and show your sense of humor.
- Provide feedback that is immediate and specific to the student's response.

Hints to Success (con't)

- Allow the student to proceed at his own pace - don't rush him.
- Praise the student often and sincerely.
- Respect the student's opinion and even though you don't agree with him allow him to express his thoughts.
- Return all assignments promptly and communicate something on each assignment as a personal message to the student such as praise, or encouragement, etc.
- Treat all efforts with respect.
- Judge students objectively; don't play favorites.
- Deal firmly with situations when necessary.
- Drive home a point dramatically by being dramatic and colorful with the presentation of materials.
- Be prompt, orderly, systematic and thorough.
- Pay attention to the slow students or those who cannot keep up. Commend all students for good work. Give praise and encouragement to the student and show a real interest in his accomplishments and progress.

XIII.

GUIDELINES FOR MODIFYING INSTRUCTIONAL MATERIALS

For Students with Learning Problems

- Be sure the language is at an appropriate reading level.
- Keep words and sentences as simple and as short as possible.
- Include as many visuals (drawings, pictures, illustrations) as possible.
- Provide verbal reinforcement for the material in the form of individualized attention.
- Be sure the examples used are concrete and meaningful for the learner.
- Make extensive use of audio-visual aids.
- Prepare audio cassette recordings of important printed materials.
- Modify materials (such as workbooks) so that students can respond by drawing illustrations or on cassette tapes.

XIV.

Highly Successful Methods by Which Instruction is Provided for the Handicapped or Disadvantaged

Demonstration - An activity in which the teacher or another person uses examples, experiments, and/or other actual performance to illustrate a principle or show others how to do something.

Directed Observation - Guided observation provided for the purpose of improving the study, understanding, and evaluation of that which is observed.

Discussion - An activity in which puplis, under teacher and/or pupil direction, exchange points of view concerning a topic, question, or problem to arrive at a decision or conclusion.

Drill - An orderly, repetitive learning activity intended to help develop or fix a specific skill or aspect of knowledge.

Field Experience - Educational work experience, sometimes fully paid, acquired by pupils in a practical service situation.

Field Trip - An educational trip to places where pupils can study the content of instruction directly in its functional setting; e.g.: factory, newspaper office, or construction area.

Group work - A process in which members of the class, working cooperatively rather than individually, formulate and work toward common objectives under the guidance of one or more leaders.

Problem-Solving - A thought process structured by the teacher and employed by the pupils for clearly defining a problem, forming hypothetical solutions, and possibly testing the hypothesis.

Programmed Instruction - Instruction utilizing a workbook or mechanical and/or electronic device which has been "programmed" to help pupils attain a specified level of performance by (a) providing instruction in small steps; (b) asking one or more questions about each step in the instruction and providing instant knowledge of whether each answer is right or wrong; and (c) enabling pupils to progress at their own pace.

XV.

PROBLEM CHARACTERISTICS OF SPECIAL NEEDS STUDENTS

Problem Characteristics	Suggested Techniques
Reads slowly	Supply information in forms other than the written test. Build motivation by showing place of reading in life and employability. Use yourself and others as models of people who like to read. Arrange for a reading tutor.
Is slow to grasp generalizations	Move from the simple to the complex. Try to always relate sub-concepts to major concepts. Present ideas or concepts in various ways. Summarize every lesson.
Has difficulty with abstract ideas	Present actual sample of each object studied, and give concrete example of each concept introduced. Relate abstractions to reality in terms of the student's perception. Build instruction on student's experience.
Solves problems slowly, can't make decisions	Provide information on the problem-solving and decision-making processes. Provide active participation to focus on task. Analyze problem situations for ways to identify and solve problems. Give student practice in solving practical problems as identified by the class.
Perceives time differently	Teach time concepts as related to daily tasks. Re-orient your own emphasis on time. Relate punctuality to employability.
Has poor visual perceptions or perceives shapes differently	Make use of audio means of learning: cassettes, films, filmstrips. Use large, clearly-defined visuals; employ high intensity contrast. Allow student to handle objects.

Problems Characteristics	Suggested Techniques
Lies or stretches the truth	Use group feedback techniques. Relate behavior to dependability. Teach honesty as it applies to employability.
Is insecure	Be consistent and fair. Make ground rules understandable and enforceable. Move the student toward responsibility for self and learning.
Feels isolated and ignored	Use participation gimmicks in class. Develop friendship skills and attitudes. Use group feedback and analysis techniques.
Is physically aggressive	Relate aggression to its consequences. Refer to counselor.
Is argumentative	Analyze transactions in class. Show how contentiousness can affect employability.
Uses sarcasm directed at people	Portray probable effect on human relationships. Use group feedback techniques. Roleplay reversal situations.
Lives in a deteriorating environment	Teach community action concepts. Build toward leadership behavior. Teach managerial skills. Work on practical housing ideas. Teach consumer protection.
Has grooming problems	Teach grooming skills. Relate grooming to employability.
Appears apathetic, lazy or bored	Build motivational devices into classwork. Relate content to reality in the world of work. Check for malnourishment. Investigate sleep patterns.
Displays atypical behavior	Record actions for purposes of analysis. Teach socially acceptable behavior. Show results of behavior in terms of employability.

XVI.

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